

The Types of Entries for the Graduation Portfolio

Rhode Island Department of Education

Explanation and Considerations for Use

The following descriptions of types of entries should be considered prior to the review of your curriculum for existing tasks for consideration for inclusion in a Graduation portfolio. This list will also help to guide the development of the scope of entries that will be required for a graduation portfolio.

This tool was created and/or compiled by The Rhode Island Department of Education and The Education Alliance at Brown University, with the generous support of the Bill & Melinda Gates Foundation.

<http://www.ride.ri.gov/highschoolreform/dslat/>
October, 2005



Determining the Types of Entries for the Graduation Portfolio

The entries in the portfolio can come from just about any assignment that the student completes in high school. Some entries will focus on the product, while others will focus on the process.

We do not expect standardized test results to be used in the portfolio. These include AP tests, statewide assessments, PSAT, SAT, or ACT results. These tests have their place, but since the questions and student responses are not readily available, these results are not showing the types of evidence expected in a portfolio.

A number of the entries in the graduation portfolio should be department or school **“validated” tasks**. This might include entries that teachers submit a task to a review committee, which will verify that the task is a valid, rigorous assessment and is linked to appropriate expectations. Common Tasks that are the result of the Skills Commission review/validation process would not need to undergo a second validation process (There may be review committees at both the local and the state levels. There may also be a “task bank” of approved tasks that is maintained by RIDE / RISC.).

The remaining entries in the portfolio can come from two categories:

“Classroom” tasks are assignments that a student completes in class that have not gone through a department or school validation process. It is recommended that these types of tasks be reviewed/scored by someone in addition to the classroom teacher.

“Independent” tasks may come from independent study or from activities that occur outside of the regular classroom. These entries may come from extracurricular activities, internships, community service projects, from in school or out of school, or even from classrooms where the task has just not yet gone through the approval process. If a student wants to put such an entry in the portfolio, the task must go through a review process to determine the rigor and validity (etc.) of the task.

These are called “independent” tasks in that they are similar to independent studies. Students may want to submit something in the portfolio from a task that has not gone through the approval process. To that end, students will need to argue that their task was indeed appropriately rigorous and valid.

Another category of tasks is useful for times when there is little evidence that can be directly observed or collected. For example, a school may ask its students to read 25 books a year or to provide some community service. In this case, the entry may consist of a “sign-off” list or letter; in our examples, the student might have to submit a log of the books that were read, or get a letter of recommendation from the mentor in the community service program. A student reflection should accompany these types of tasks. This reflection allows the student to explain how a particular activity or entry meets school expectations and demonstrates proficiency.